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ABSTRACT

This document details Wisconsin's state plan for implementation of activities mandated by the School-to-Work Opportunities Act of 1994 and funded by a grant from the National School-to-Work Opportunities Act. The plan is divided into 23 sections dealing with the following topics: geographical areas; local support/expansion of school-to-work opportunities programs; collaborative implementation of school-to-work opportunities; support from individuals/entities for the state plan; present/future participants in Wisconsin's statewide opportunities system; coordination/integration of 12 related federal funding programs into local school-to-work programs; specialized training and technical support; statewide curriculum development process; expansion/improvement of career and academic counseling; integration of academic and vocational education; requirement of paid, high-quality learning experiences; ensuring effective and meaningful opportunities; participation of young women in school-to-work opportunities programs; participation of all students in school-to-work opportunities programs; assessment procedure for awarding skill certificates; development of career goals and opportunities to change career majors; programs continued under Title III; low population densities; integration of Title III programs into the school-to-work opportunities system; performance standards; designated fiscal agent; and student entrance into postsecondary/training opportunities. A status report on Wisconsin's implementation of its school-to-work opportunities programs from June 1994 through June 1995 is attached. (MN)

ED 391 926

State of Wisconsin

School-to-Work

State Plan

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June 1995

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One—Geographical Areas

The geographic areas for Wisconsin's local School-to-Work Opportunities Act (STWOA) partnerships were created in accordance with requirements set forth in the local program Request For Proposals, which mirrored federal STWOA legislation. These partnerships are required to have the size and program capacity to be able to serve the youth in their labor market area. Partnerships are broad based, include specified representation, and must reflect local labor market areas. Local partnerships steering committees consist of employers, representatives of local secondary and postsecondary institutions, labor representatives, students and parents, and various other community businesses, employment and training agencies and educational organizations. In most cases the partnerships are comprised of multiple K-12 districts, often contiguous with existing technical college or Cooperative Educational Service Area (CESA) boundaries.

Partnership	Number of School Districts	Number of High Schools	9-12 Student Population	Type of Funding as of 6/1/95	
				Implementation	Planning
CESA #2 (Jefferson Co.)	6	6	3,033	X	
CESA #7 (Green Bay)	37	41	21,000	X	
CESA #4 (LaCrosse)	28	29	11,814	X	
West Bend S.D.	5	7	5,990	X	
Eau Claire S.D.	2	3	3,180	X	
Waukesha Tech College	12	14	15,242	X	
Marshfield Chamber of Commerce	6	6	2,145	X	
CESA #6	19	20	11,394	X	
Ozaukee County	6	6	4,356	X	
Northcentral Tech College	12	14	8,058	X	
Hudson S.D.	4	4	2,052	X	
Wauwatosa S.D.	1	4	2,131	X	
Rock County	6	7	6,242	X	

Partnership	Number of School Districts	Number of High Schools	9-12 Student Population	Type of Funding as of 6/1/95	
				Implementation	Planning
Milwaukee	11	15	20,503	X	
Lakeshore Tech College	13	15	9,008	X	
Dane Co. CESA #2	15	23	15,510	X	
CESA #11	28	28	8,367	X	
Nicolet Tech College	15	11	3,965	X	
Delavan-Darian S.D.	5	5	2,633	X	
South Milwaukee S.D.	3	3	3,493	X	
CESA #3	27	27	7,267		X
CESA #5	14	14	5,349		X
Mid-State Tech College	13	13	5,183		X
CESA #10	22	22	7,480		X
Green County	7	7	1,971		X
WI School for the Deaf	1	1	76		X
Southwest Tech Prep	5	5	4,001		X
Northshore Consortium	3	3	2,618		X
Northern MATC/CESA #5	14	14	4,613		X
River Valley Consortium	3	3	1,394		X
Northwest Concentrated Employment Program (Ashland)	23	23	6,067	Direct Federal STWOA Award	
Fox Cities Chamber of Commerce (Appleton)	10	11	9,189	Direct Federal STWOA Award	

Two—Local Support and Expansion of STW Opportunities Programs

The state continues to encourage local programs at the community level that meet all guidelines of STWOA. Local programs are created in response to a competitive RFP process that includes both planning and implementation grant competitions. The state has recently funded the second of three series of planning grants, and is currently planning for the second aeries of implementation grant funding.

Local STWOA funded partnerships have evolved from structures and partnerships already in existence. Local STWOA funded programs agree to work toward fundamental benchmarks, and regular reporting of progress toward these benchmarks will allow the state to identify technical assistance needs and promote development of effective programs.

Local Wisconsin partnerships are typically multi-district—especially in rural areas—which allow local resources to be coordinated in support of school-to-work activities. Both rural and urban areas are well-represented, with over 86% of the state's school districts included in an STWOA funded partnership as a result of a competitive grant process. The expressed goal for the state is 100% participation, and this will be attained through:

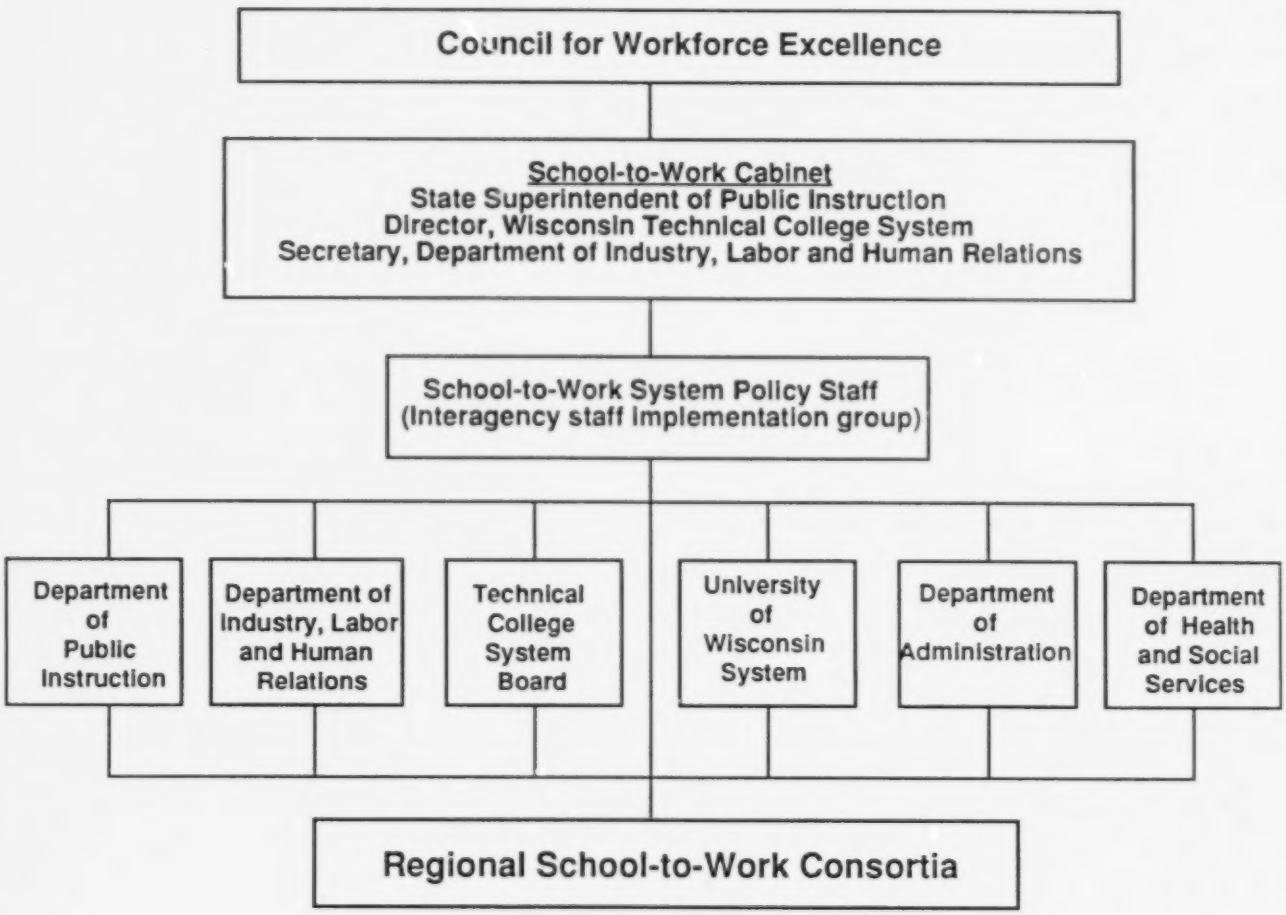
- ❖ continued utilization of distance learning resources which help facilitate program development in rural areas;
- ❖ sharing of school-to-work models and ideas which can be effective in rural and urban areas, respectively;
- ❖ targeted state-level and regional-level technical assistance for those areas which have not yet applied or which haven't met the funding criteria. State technical assistance is provided through:
    - regular communication and compliance discussions;
    - periodic meetings of local program representatives where topics and issues are addressed; and
    - state staff on-site visits to address regional and local needs. Regional entities serving significant roles in technical assistance, capacity-building, program development and general marketing includes the state's STWOA Partnerships, Tech Prep consortia (organized around technical college districts), CESAs (12 regional organizations of school districts), local chambers of commerce, and Private Industry Councils (organized on a regional labor market basis).

For development of skill standards and skill certificated in work based learning, the state's approach is to organize industries by creating partnerships with statewide industry and trade associations. These associations organize access to specific employers, businesses, and labor representation for

participation on skills standards committees, provide membership for advisory groups developing statewide curriculum, and promote establishment of local programs.

Three—Collaborative Implementation of STW Opportunities

Wisconsin has established a specific structure to continue guiding the development and implementation of its School-to-Work Opportunities system (see figure). Elected and appointed officials, the private sector, and the Wisconsin Legislature are all system participants and are all in full agreement that Wisconsin is in the long-term process of establishing a school-to-work transition system that meets the needs of students and employers.


Council for Workforce Excellence
School-to-Work Cabinet
State Superintendent of Public Instruction
Director, Wisconsin Technical College System
Secretary, Department of Industry, Labor and Human Relations
School-to-Work System Policy Staff
(Interagency staff implementation group)
Department of Public Instruction
Department of Industry, Labor and Human Relations
Technical College System Board
University of Wisconsin System
Department of Administration
Department of Health and Social Services
Regional School-to-Work Consortia

❖ **School-to-Work Opportunities Act (STWOA) System Oversight**

The state is creating a Counc il for Workforce Excellence. This council represents all sectors of the system, including public agencies and entities, the private sector, and organized labor. One of the council's priorities is to integrate school-to-work policies with all other education and training systems and governing bodies in the state. Another priority is to advise on the implementation strategies for developing a statewide school-to-work system.

The School-to-Work (STW) Cabinet is charged with policy, oversight, and coordination responsibilities, including: coordination of state-level planning; development and implementation activities; monitoring progress toward achievement of statewide benchmarks; coordination of budget requests for school-to-work initiatives; preparing regular reports to the governor on the status of all aspects of Wisconsin's school-to-work initiatives; coordination of responses to federal evaluation and audit activities related to school-to-work transition; and coordination of federal program funding related to school-to-work transition, including development of state response to waiver authority under STWOA.

❖ **Interagency Coordination and Staffing**

State agency staff are designated to work at the operational level on system design and implementation. Executive and administrative agencies are responsible for implementing and managing discrete elements of Wisconsin's school-to-work system. The Department of Public Instruction (DPI), the Department of Industry, Labor and Human Relations (DILHR), the Department of Administration (DOA), Wisconsin Technical College System Board (WTCSB), the Department of Health and Social Services (DHSS), and the University of Wisconsin System have all designated appropriate staff to provide technical assistance, local partnership development, and general support for implementation. Each agency also has the following specific programmatic responsibilities:

❖ ***the Department of Administration.***

DOA is responsible for conducting all financial and performance audits related to school-to-work transition at the agency level as well as audits of funds awarded to local partnerships. DOA is responsible for conducting periodic evaluations of the performance of local partnerships as well as the performance of the entire school-to-work system.

❖ ***the Department of Public Instruction.***

The Department of Public Instruction (DPI) is primarily responsible for the development of integrated and applied curriculum products and methodologies and

professional staff development included in school based and work based learning at the secondary school level; development and implementation of cooperative education skill standards; continued development of school based career counseling; continued support for educational standards contained in Education for Employment, the Wisconsin Developmental Guidance Model, the Wisconsin Educational Goals, and Wisconsin Learner Outcomes; continued development of the Wisconsin Student Assessment System, joint responsibility with WTCS for continued development of Tech Prep at the secondary level; and consulting services to local education agencies.

- ***the Department of Industry, Labor, and Human Relations.***

  The Department of Industry, Labor, and Human Relations (DILHR) acts as fiscal agent for all federal STWOA planning and implementation grant funds awarded to the State of Wisconsin. DILHR is responsible for overseeing the development of statewide industry skill standards for programs that are a part of the Wisconsin School-to-Work Opportunities system; continued administration of Youth Apprenticeship, which provides the standard for the work based portion of STW programs; continued development of the community career counseling centers (including labor market information that is used within the centers and by the Wisconsin Career Information Service); and awarding skill certificates to all students who demonstrate mastery of industry skill standards in a STW program in Wisconsin.

- ***the Governor's Office for Workforce Excellence***

  Enacted as part of 1993 Wisconsin Act 16, this office coordinates the efforts of several state agencies and numerous state and federal resources to focus on the critical needs of Wisconsin's workforce, advising the DILHR Secretary on issues related to labor market information, the defining skill standards for key occupations, and other issues central to promoting workforce excellence. OWE is administratively housed within DILHR and is responsible for managing the youth apprenticeship programs and career counseling centers within the state.

- ***the Technical College System Board***

  The Wisconsin Technical College System Board (WTCS) has joint responsibility for administering Wisconsin's Tech Prep initiative, including providing support for regional Tech Prep consortia; development of postsecondary instructional staff; developing integrated and applied curricula and methodologies; and developing system wide articulation agreements.

- **the Department of Health and Social Services**

  The Department of Health and Social Services (DHSS) is responsible for integrating special population strategies into Wisconsin's school-to-work system, coordinating STWOA activities with the IDEA Transition Systems Change Grant, and providing professional development and technical assistance to the field in these areas.

- **the University of Wisconsin System**

  The University of Wisconsin System is involved in and provides leadership for: professional development for teachers, school to work evaluation system for the state, technical assistance, competency based admission, public information and participation on local Tech Prep and school-to-work partnerships.

Four—Support From Individuals and Entities for State Plan

The support of individuals and entities is evidenced in the letters of support for Wisconsin's original School-to-Work Opportunities Act grant application. Although some of the individual names have changed from the original letter of support the agency or organization maintains a strong commitment to school to work. Letter were originally submitted by:

Tommy G. Thompson, Governor
State of Wisconsin

James E. Klauser, Secretary
Wisconsin Department of Administration

John T. Benson, State Superintendent
Wisconsin Department of Public Instruction

Carol Skornicka, Secretary
Wisconsin Department of Industry, Labor and Human Relations

Dwight A. York, State Director
Wisconsin Technical College System

Ken Cole, Executive Director
Wisconsin Association of School Boards, Inc.

Dick Dignan, Executive Director
Wisconsin Council on Vocational Education

Howard Fuller, Ph.D., Superintendent of Schools
Milwaukee Public Schools

James S. Haney, President
Wisconsin Manufacturers & Commerce

Charles N. Lentz, Executive Secretary
Wisconsin Education Association Council

Jack B. Reihl, President
Wisconsin State AFL-CIO

Five—Entities that are Active and Will Continue Involvement in Statewide Opportunities System

The state has obtained and will continue to obtain the active and continued involvement in the STWOA system of employers and other interested parties through the following procedures:

- Administering employer training grants, paid for through an appropriation of state funds, as an incentive for employer recruitment
- Continuing development, organization, and involvement of industries as statewide partners in skill standard development for work based learning programs
- Working with the Wisconsin Manufacturers and Commerce and a variety of other trade associations and labor organizations to encourage the participation of new communities and industries
- Continuing to convert existing cooperative education, summer youth programs, and other work based funded programs into industry based skill standard programs consistent with Wisconsin's standards under the STWOA
- Requiring local and regional STW partnership governance to include broad based representation including employers, local elected officials, secondary schools, postsecondary institutions, business associations, employees, labor organizations or personnel, students, parents, community based organizations, rehabilitation agencies and organizations, vocational education agencies and student organizations, cooperative education service agencies, and human service agencies.

Six—Coordination or Integration of Related Federal Funds into Local STW Programs

(A) the Adult Education Act (20 U.S.C. 1201 et seq.);

Although Adult Education Act funds are typically not yet integrated into school -to-work programs, the Wisconsin Technical College System Board (which administers these funds) is a primary partner in state-level school-to-work policy and activities and is beginning implementation of a long-range plan in which adult basic education is viewed as an integral part of the school-to-work continuum. Philosophies and practices fundamental to school-to-work reform will continue to be implemented throughout the technical college basic and occupational education programming.

(B) **the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq);**

School to work is built on the foundation developed through the Carl D. Perkins Vocational and Applied Technology Education Act. School-to-work partnership grants will coordinate with Carl Perkins Act providing services to special populations in the following areas: gender equity, single parents, program outreach, assessment, career guidance and counseling, support services, and nontraditional occupations. Carl Perkins grant dollars are also used to support integrated and applied curriculum development, work based learning opportunities and professional staff development consistent with the school-to-work philosophy.

(C) **the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.);**

The Elementary and Secondary Education Act of 1965 was reauthorized as the Improving America's Schools Act of 1994 (IASA). The Office of School to Work at DPI has contributed, through the IASA committee team at DPI, to the Preliminary Consolidated State Plan distributed to all LEA's in Wisconsin in May 1995.

The state IASA goals and objectives in the Preliminary Consolidated State Plan that directly relate to STW are:

Goal 1: To integrate and link the management of all federal programs administered by the department to promote equity, efficiency, administrative flexibility and accountability for student learning.

Goal 2: To move both the DPI and local school districts and individual school buildings forward in the process of planning and implementing systemic restructuring while providing extensive opportunities to help department staff and all educators statewide to look at educational programs as part of a greater whole rather than as individual unrelated parts.

(D) **Higher Education Act**

Although High Education Act (HEA) funds are typically not yet integrated into local school-to-work programs, the University of Wisconsin System and its 13 campuses actively support school to work in the following ways:

- ❖ professional development for teachers;
- ❖ technical assistance
- ❖ competency based admission

- ❖ state evaluation system for school to work
- ❖ public information and participation on local Tech Prep and school-to-work partnerships

(E) **part F of Title IV of the Social Security Act (42 U.S.C. 681 et seq.);**

During the next year all of these funds currently administered by the Department of Health and Social Services and DILHR will be organizationally moved into DILHR. This reorganization will enable a closer working relationship between the "JOBS" program, which provides vocational services to Families with Dependent Children, and school-to-work programs administered by DILHR. The STW policy group will encourage local partnerships to coordinate services for students who are eligible parents. Guiding policy and procedures will be developed to assure this coordination takes place.

(F) **the Goals 2000: Educate America Act;**

Wisconsin stands poised to take full advantage of the opportunity Goals 2000 offers us to plan for and implement voluntary comprehensive, statewide, systemic reform beginning at the grassroots level. Groundwork has already been laid in many of the areas cited in Goals 2000 and has been ongoing for the past ten years in Wisconsin as noted by the following indicators:

- ❖ 20 Standards for Education Excellence (1985-present)
- ❖ Guides to Curriculum Development in all academic areas (1985-present)
- ❖ Family Involvement /Participation in Schools and Community Program (1987-present)
- ❖ School-to-Work initiatives (1985-present)
  - Education for Employment (1985-present)
  - Developmental Guidance Model (1986-present)
  - Governor's Commission for a Quality Workforce (1991)
  - WTCSB/DPI Task force on Implementing Occupational Options (1991)
  - Tech Prep (1991-present)
  - Youth Apprenticeship (1991-present)
  - School-to-Work Planning and Implementation Grants (1994)
- ❖ Commission on Schools for the 21st Century (1990)
- ❖ The Wisconsin Third Grade Reading Test (1988-present)
- ❖ Wisconsin Goals, Outcomes and Assessment (1993-present)
- ❖ Wisconsin Student Assessment System (1992-present)
- ❖ The Village Partnership statewide collaboration effort (1992-present)
- ❖ Connecting the Curriculum Federal Grant (1993-1996)

- ❖ Frameworks in Science and Math Federal Grant 1993-96)
- ❖ Challenging Content Standards Federal Grant (1994-97)
- ❖ DPI Strategic Goals
  - Learner Results
  - Lifelong Learning
  - Equity
  - Technology
  - Partnerships
  - Knowing and Caring about Education
  - Internal Organization

Wisconsin intends to use Goals 2000 as a framework to move statewide initiatives into a coherent, comprehensive system to be used on a voluntary basis by local schools and communities as they develop their own grassroots systemic reform plans.

(G) **the National Skills Standards Act of 1994;**

Recently, the National Skill Standards Board established by the National Skill Standards Act of 1994) began deliberation to create voluntary national standards. Two Wisconsin educators are members of this national board and will assist in providing insight on linking work based certification initiatives operating in the Wisconsin School-to-Work system to national standards approved in the future. The Wisconsin School-to-Work system anticipated the development of national skills standards in the establishment of industry skill standards developed for the Youth Apprenticeship Program and the emerging cooperative education skills certification process. Youth apprenticeship curriculum incorporates or is aligned with national skill standards when they are available within an industry.

This Act has also supported national demonstration projects, several of which overlap industry competency standards developed in the Wisconsin Youth Apprenticeship Program and the new co-op skills certification. Wisconsin employers, particularly in printing and manufacturing, are working through trade associations and the Great Lakes Governor's Council to participate in validation activities generated by these demonstration projects. This validation effort will inform development of a statewide system for calibrating youth apprenticeship and co-op skill standards against national standards.

(H) **the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);**

Wisconsin's School-to-Work Opportunities system coordinates with special education programs funded under the Individuals with Disabilities Education Act (IDEA) in four specific respects:

- ❖ Wisconsin's Department of Public Instruction and Division of Vocational Rehabilitation are joint recipients of the 5 year Transition Systems Change Grant for Youth with Disabilities under IDEA. As part of Wisconsin's commitment to coordinate all school-to-work programs, the Co-coordinator of "Wisconsin's Design for Transition Success" project from the Division of Vocational Rehabilitation, who is also the DVR's Supported Employment Director, is a member of the School-to-Work System Policy staff. Her primary roles on the policy group is to ensure the inclusion of students from special populations in the school-to-work programs as well as ensure that the rights of students with disabilities protected under IDEA are integrated into the school-to-work system.
- ❖ Wisconsin is in its second year of our 5 year IDEA Transition Systems Change grant. Within our grant, 15 local interagency transition consortia will be funded for three year projects. These local projects are required, as a condition for funding, to participate with their local school-to-work partnership and obtain letters of commitment from the project director to collaborate in all transition project activities.
- ❖ The State Education Agency (SEA) required under IDEA to ensure a free appropriate public education for all students with disabilities is the Department of Public Instruction. As the administrator of federal IDEA funding, the DPI annually awards discretionary IDEA funds to local districts based on competitive projects addressing state priority needs in special education. For the last 10 years, DPI has established "Transition Services" as a priority project area and awarded up to $700,000 annually to local transition projects. For the last two years, these projects have been strongly urged to coordinate their activities with local school-to-work projects. In addition, all existing local transition project directors' were notified of the school-to-work project awards, urged to participate on their committees and invited to the first state training with their school-to-work project administrators.

(I) **the Job Training Partnership Act (29 U.S.C. 1501 et seq.);**

All youth activities in Wisconsin's plan for implementation of JTPA are focused on the school-to-work elements of school based, work based and connecting activities. The school based portion concentrates on providing smaller class ratios and mentoring to improve

students' academic and employability skill development. The work based portion provides paid employability and career development experiences, and the connecting activities provide career counseling and information, strategies to access any special services needed for youth and linkages to adult role models for economically disadvantaged, at risk youth.

The 8% funding will be used to facilitate school-to-work transition in secondary schools. This will involve coordination between the employment and training system and the public school system. As a result, youth will stay in school, gain competencies, and earn a diploma. The following goals have been identified for the 8% education coordination grant dollars:

- To coordinate services to in-school youth under JTPA with the school-to-work transition initiative, Children at Risk programs, the Carl Perkins Vocational and Applied Technology Act, and with the legislated Wisconsin Youth Initiative (WYI) funds.
- To provide technical assistance on school-to-work transition, work based learning and academic enrichment to other JTPA grantees.
- To have secondary schools become effective service providers of JTPA programs.
- To improve program youths employer-identified job skills which include reading, writing, computation, learning to learn, problem solving, personal management, interpersonal relations skills, and job retention skills such as attitude and motivation. Project staff as selected by the grantee will apply appropriate curriculum to be delivered during the two year project span.
- To increase the consciousness of secondary schools and Private Industry Councils (PIC) relative to their need to serve at risk youth with II-B, II-C, and 8% set aside funds in coordinated year-round programs.

(J) **the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);**

The implementation of the STWOA grant is coordinated with the National Apprenticeship Act through the State Coordinating Planning Council, which includes persons responsible for a variety of related grants. This group meets monthly to share information and plan activities that provide for a state wide systemic approach to management of employment and training systems in Wisconsin. DILHR coordinates the administration of Youth Apprenticeship Program with the Bureau of Apprenticeship Standards. Credit for skills gained in youth apprenticeship will be determined and approved by the BAS state committees.

(K) **the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.);**

Wisconsin school to work has invited and obtained the active participation of a Division of Vocational Rehabilitation staff member on the policy work group. She has and will continue to keep the Division informed of school-to-work activities and potential opportunities for vocational rehabilitation clients. We will be promoting local district office involvement in local school-to-work initiatives.

(L) **the National and Community Service Act of 1990 (42 U.S.C. 12501 et seq.);**

The National and Community Services Act (NCSA) is a national initiative to spur states to encourage youth volunteerism. DPI has taken a leadership and supportive role in the development of youth service learning initiatives in Wisconsin in a project called "Serve America." Recent research suggests that when students are involved in school related activities, they feel connected to the environment, which reduces alienation and social isolation, a common characteristic of students at risk. Reductions in student substance use and increases in student school success are a direct result of involving youth in volunteer activities. Student self-esteem and self-confidence are also likely to increase. DPI school-to-work projects will explore joint activities with NCSA in the youth service learning initiatives of "Serve America."

Seven—Specialized Training and Technical Support

The Special Populations sub-committee of the STW Leadership Group developed a comprehensive manual on working with special populations and presented it at the Spring '95 STW Leadership meeting. They will be involved in future training activities. IDEA Transition Project staff provided training to STW participants at the statewide meeting on inclusion of students with disabilities and also provided training to special educators about the opportunities available with school-to-work programs.

Eight—Statewide Curriculum Development Process

Wisconsin's strategy for providing training for all key players differs based on their involvement in past Tech Prep and School-to-Work initiatives, their current needs and their future directions toward developing a statewide system. Through STWOA the training strategies are as follows:

- For the past two years through Title III E (Tech Prep) funding, we have been working with our 16 consortia statewide to develop a train the trainer model for integrated and applied curriculum development. This model is based on five days of training and a K-life curricular framework that integrates skill standards, integrated/applied learning, WI Educational Goals

and Learner Outcomes, our assessment system at grades 4, 8, 10, and developmental/career guidance.

We now have over 500 trainers (who are teachers/peers) statewide. These trainers are working within each of the consortia statewide to expand the process and knowledge base of others. In addition, each consortia continues to bring new people into the process each year and we have plans to continue this process. The final piece is the development of a database that will be completed by the summer of 1995 which will have sample integrated/applied tasks and information regarding elements of integrated and curriculum reform that can be accessed by the field to further increase awareness.

- The state understands the crucial role of school administrators in curriculum reform and school-to-work system building. Considerable effort will be spent on helping administrators take a leadership role in infusing school-to-work concepts into the total school curriculum.
- Mentor training delivered to local consortia and partnerships on a regular (twice a year). The training is co-sponsored by DILHR and the Fox Valley Technical College.
- The state's employers receive information on school-to-work initiatives on a regular basis through the state's newsletter that is sent to 3700 businesses and Chambers of Commerce. Formal links have been established and will expand with Wisconsin's Manufacturing and Commerce Association, a statewide group representing business and industry.
- Counselor training is conducted on a consortium wide basis reflecting the career development needs and progress of high schools within a particular locale. Since most high schools and technical colleges are in the process of developing curriculum maps, developing career majors and implementing the Life/Work Development model will be the next training activities.
- Related services personnel are incorporated into the staff development activities of the consortium/partnership, therefore special population, women, minority and disabled individual priorities are addressed in the planning stages of the STWOA effort. This is a requirement set forth in the RFP for awarding local funds; consortium and partnerships are accountable for their inclusion, for expansion of opportunities for these individuals and for effectively serving them through STWOA programs.
- Industry driven competency based curriculum has been developed in nine occupational areas. Students completing a state approved curricular area will receive a state skill certificate. This curriculum development process is used to identify and measure skill competencies through performance measures.
- The state has made a commitment to establishing a "Special Populations/Transition Action Team" that oversees and recommends policy and action for meeting the needs of all students through school to work. The action team reviews all RFPs and project documents, develops materials for local implementation sites to use in serving special populations students (for

instance, an implementation handbook, "All Means All"), has representation on the School-to-Work Policy Team. Individual action team members and other related service personnel serve on all local consortium/partnership governing boards.

Future training and technical assistance needs will be identified and addressed through periodic benchmark reports required of local partnerships. These will be analyzed and incorporated into a statewide plan for staff development and training.

Nine—The Expansion and Improvement of Career and Academic Counseling

Eight Wisconsin career centers for youth opened between October 1994 and April 1995 and served 9,000 users in the first seven months. Typically, over 95% of the career center users are children and youth. A recent survey of 1000 users found 80% were in 8th or 9th grade; 5% in 6th grade; and 10% in the 11th grade.

Career centers offer career planning assistance to youth who need to learn about the world of work and what they are good at and who need guidance in determining a career goal and in structuring a career path to get there. Career centers provide youth with the latest in high technology tools and resources and have available a wide array of career exploration materials.

Through this effort, we are working statewide to increase linkages between the Career Centers, Job Centers, and our local school districts. Specifically we have plans to:

- Link students to the career centers and the local school districts. Currently, Career Centers are using career planners with all student/visitors and we are looking for strategies to link these career planners back to the local school districts.
- Develop strategies K-14 to link level III of Wisconsin Developmental Guidance Program (which means career guidance will become a day-to-day part of the classroom teachers role on a systematic basis) to the Career Centers.

By working closely with the Job Service and the job centers the exchange of labor market information will be facilitated, as will clients needing special services available at a particular career or job center site. Informational resources such as JobNet—the Jobs, Employment and Training Division operated automated labor market information system, will be more easily shared when JobNet kiosks can be placed in career centers, and/or when the JobNet information becomes available to the career center users on the Internet.

Ten—Integration of Academic and Vocational Education

The teaching-learning paradigm that underlies school to work embraces the notion that all students can achieve higher levels of competence than was formerly thought possible in almost any area they choose. However, to achieve higher levels requires changes in teacher behaviors from dispensers of knowledge and grades to facilitators of successful learning experiences for all students. In addition,

academic subject matter must be examined and updated to ensure that all content has abundant application to the real world. Integration between disciplines must occur so that students are better able to make intellectual connections between what they learn in various courses. Vocational-technical courses also require revision and expansion to provide more opportunities for students of both the secondary and post secondary levels to become aware of the variety of technical courses and choices which are available to them.

School to work requires that curriculum be integrated and applied. Strategies used when developing curriculum are:

- ❖ Reorganizing the curriculum by themes and concepts, across disciplines and grade levels;
- ❖ Engaging students more actively in learning;
- ❖ Encouraging students to apply their knowledge to real-life situations;
- ❖ Promoting cooperative learning among students and faculty alike and;
- ❖ Promoting curriculum development that allows students to use a variety of learning styles not immediately evident in traditional education.

Wisconsin's strategy for integrating academic and vocational education is primarily through implementation of Tech Prep, learning pathways, competency-based curriculum in youth apprenticeship, competency-based admission to University of Wisconsin System, and career majors.

Beginning in the early grades, students develop a strong academic foundation and build portfolios that demonstrate mastery of academic, analytic technical, and employability competencies.

The Wisconsin Tech Prep initiative has developed Quality Components for the regular improvement of integrated school based academic programs for all Wisconsin high school youth. Curriculum content and delivery is integrated and applied, focusing on authentic tasks. School and work based learning are sequenced so that academic learning provides a foundation for workplace experiences.

A Tech Prep Career Map presents a recommended sequence of specific courses and experiences designed to build stronger foundations, increase competency levels, and prepare high school graduates to make successful transitions to postsecondary education or work.

The University of Wisconsin System is developing a parallel competency based admission process to complement the traditional admission process based on the 'Carnegie Unit'. This new process establishes alternative admissions standards that will be based on student defined competencies in courses or in related experiences that are taught in non-traditional setting.

Eleven—Future Economic Resources for STW Opportunities System

As was detailed in the response to Criteria Six, numerous federal funding sources are contributing to the ongoing development of Wisconsin's school-to-work system, including Carl Perkins Act, Improving America's Schools Act, Individuals with Disabilities Education Act, and Job Training Partnership Act funds. The collaborative working relationship of the state's school-to-work partners is enabling progress to be made in aligning of these resources, eliminating of duplicative activities and redirecting redundant funding. This collaborative approach also increases the state's readiness to adapt to anticipated block grants—grants which the state is committed to using to support school-to-work partnerships and encourage their expansion.

In addition, as indicated in Wisconsin's original application for STWOA funding and in the supporting documents for this year's continuation application, the state has committed significant state-level funds to support development of a school-to-work system, including providing funds for development of skill standards, youth apprenticeship employer incentive grants, curriculum integration, professional development, student assessment, state school-to-work administration, development of career centers and other various activities.

The state is also requiring a significant local match for STWOA funding by all school-to-work partnerships. The state RFP outlined these match requirements and also required sign-offs by superintendents (or other appropriate administrative officers) of participating school districts. Each partnership was required to describe its plan to sustain and expand the school-to-work system when STWOA funding has ended. Partnerships described other funding sources that could be committed or solicited in each year, resulting in a local match of 25% in year Two, 50% in year Three, 75% in year Four, and 100% by year Five. Partnerships also were required to describe how staff hired to coordinate and implement school-to-work activities will be maintained when STWOA funding has ended.

Wisconsin maintained a 10% state administrative cost in year one of the grant and intends to keep its' administrative cost low in coming years. Local STWOA funded partnerships are also required to keep their STWOA related administrative costs at 10% or below.

Twelve—Requirement of Paid High-Quality, Learning Experiences

All of Wisconsin's STWOA local programs will include paid, high-quality, work based learning experiences. Wisconsin has a nationally recognized statewide youth apprenticeship system which trains students to state and/or national skill standards in 12 industry areas. In order to expand work based options for students, Wisconsin has also developed one-year co-operative work based programs in three industry areas based on state and/or national skill standards. These two programs will provide the foundation for paid high-quality, work based learning experiences within all local school-to-work systems. Wisconsin has established a goal of 50% of Wisconsin high school

seniors graduating with state approved formalized school-supervised paid work experience linked to their educational program and set to state or national industry-specific skill standards.

The steps the state will take to generate such paid work experiences include:

- Maintaining and expanding relationships with industry associations to develop skill standards and promote participation by member employers;
- Convening employer based committees in new areas to establish skill standards and oversee curriculum development;
- Developing statewide curricula based on state and/or national skill standards for local programs providing youth apprenticeship and skill based cooperative education programs;
- Developing and implementing a public relations strategy to inform and recruit employers to participate in school-to-work programs; and
- Sponsoring regular statewide technical assistance workshops on work based learning for local program operators.

Thirteen—Ensuring Effective and Meaningful Opportunities

Wisconsin will use several strategies to ensure effective and meaningful opportunities for all students. These include:

- Through the proposal process, select only those programs which have active participation of employers and most other key partners critical to the success of the program.
- Insist that local STW governance structures have complete representation from all stakeholders (particularly from special populations) including minorities, special educators, and rehabilitation agencies.
- Require all projects to include all students in Wisconsin's Developmental Guidance Program which should include curriculum and counseling that prepare students for career choice and fully informs them of all the school-to-work options in the school district.
- Provide technical assistance and staff development regarding the need and strategies for inclusion of these special target populations.
- Monitor the active participation and successful completion of students in special populations through routine project evaluation reports.
- Establish work group to identify and eliminate systemic barriers to effective participation of special populations in school-to-work programs.
- Provide technical assistance to local demonstration projects and assure that they provide modifications and assistance which facilitate success for special populations
- Prohibit local STW projects from establishing exclusionary eligibility criteria which would serve to prevent students from special populations from participating in the programs or would discriminate against a student's race, disability, gender, religion, sexual preference,

color, national origin or age. Some of these non-permissible barriers are grade point averages, attendance record, number of accumulated credits, scores on standardized tests, availability of transportation, personal insurance and completion of non-relevant courses.

Fourteen—Participation in STW Opportunities Programs Rewarding for Young Women

Gender and cultural/racial diversity in the school-to-work programs is a clear statewide goal throughout our educational programming. Wisconsin has a very strong pupil nondiscrimination law (S.118,13 Wis. Stats) which protects students from discrimination in any curricular, extracurricular, pupil services, recreational or other program or activity on the basis of the student's "sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability."

In addition, Wisconsin has established a competency-based model for addressing equity in career and vocational education. The state's goal is not limited to providing equal opportunity, access, and treatment. Instead, we have established equity goals that seek equal educational outcomes. The overall model (Wisconsin Model for Sex Equity in Career and Vocational Education, Wisconsin Department of Public Instruction, 1993) describes a logical, sequential process to help instructional staff assess, plan for, and implement an equity program. The approach seeks to determine and address the underlying causes of bias. The process falls into five phases:

- building commitment and direction;
- assessment, which examines enrollment statistics and staffing patterns as well as uses student and staff surveys to establish a baseline against which future progress and success can be measured;
- planning, which establishes objectives, activities and timelines into a plan that is customized to local needs;
- action, in which local partners implement an equity plan through specific tasks designed to generate specified student and staff competencies related to equity; and
- evaluation, which examines changes that have occurred as a result of the plan.

The Wisconsin approach to assuring equity and access to school-to-work transition programming represents a clear advance over traditional methods. Wisconsin's approach is:

- A comprehensive equity program designed to be used at the local level;
- Provides educators with specific tools and resources they need to implement a local equity program;
- Incorporates the use of student competencies and focuses on the achievement of equity; and establishes benchmarks and standards to help local groups assess progress.

As a result of implementation of the Wisconsin Model for Sex Equity in Career and Vocational Education, and a requirement within the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 state plan, all local K-12 school districts accessing Perkins funding must have a local district equity plan in place no later than March 1, 1996. The total number of districts which will meet that requirement will be 372 (out of 380 districts with comprehensive high schools). That means almost all districts in the state will have conducted an assessment of equity, will have identified their local district equity needs, and will have developed an equity plan to address those equity needs at the local level. Those equity plans are required to focus on eliminating sex bias and stereotyping, on developing career awareness and assessment with an emphasis on non traditional careers for young women, and on providing support services to those young women pursuing non traditional careers.

An overall statewide method implemented to assist local districts in providing technical assistance, staff development, and training materials was the creation of the Wisconsin Vocational Equity Leadership Cadre. Initially formed, trained, and supported with Carl D. Perkins Sex Equity Set Aside funding, the cadre is composed of 4-5 persons in each of Wisconsin's Cooperative Educational Service Agencies (CESAs). There are twelve CESAs in the state, divided into geographic regions, which provide educational services and staff development opportunities for members of local school districts within their region.

Wisconsin Vocational Equity Leadership Cadre members are well trained in equity issues related to students such as: career awareness and interest development; recruiting, training, and retaining young women in careers non traditional for their gender; sexual harassment—identification, prevention, and investigation; prejudice and hate violence reduction and elimination; classroom interaction related to sex bias and sex stereotyping; examination of curricular materials for bias; ensuring an educational environment free of harassment; identifying equity competencies as an employability skill; making available to local districts a resource center which includes materials related to equity issues; and promoting a diverse, multicultural approach to working with others. For example, as a result of their efforts and local district efforts to provide curricular examination and change, there has been a steady increase in the statewide enrollment of young women in technology education (from 7% in 1984 to 16% in 1994).

Fifteen—All Students Will Participate in a STW Opportunities Program

Low Achieving Students

Wisconsin will ensure opportunities for low achieving students to participate in School-to-Work Opportunities programs by requiring participation of JTPA, Title I, At Risk and other specialized programs in the local school-to-work system. In addition, local projects will not be permitted to establish exclusionary eligibility criteria which would serve to prevent low achieving students from

participating in the programs such as: grade point averages, attendance record, number of accumulated credits, scores on standardized tests, completion of non-relevant prerequisite courses, etc. All projects are required to include all students in Wisconsin's Developmental Guidance Program which should include curriculum and counseling that prepare students for career choices and fully informs them of all the school-to-work options in the district. Low achieving students and their parents may need to be actively recruited for participation in the school-to-work opportunities program by the vocational education and guidance counseling staff.

Wisconsin's "Children At Risk" legislation requires all school boards to identify low achievers who meet the "At Risk" definition and develop a plan and "Accommodations" to meet their needs. The plan must eliminate the "systemic barriers that may cause pupils' success at school to become at risk." Some of those barriers were listed above. The accommodations the district may use are "curriculum modifications, adaptive instructional strategies, alternative education programs, pupil support services, school-to-work programs, community services, and coordinating services provided by the district, community, agencies, and other organizations." School-to-Work Opportunities programs must incorporate the districts' "At Risk" plan and accommodations into their strategies to serve low achievers. Obviously, by definition, the School-to-Work Opportunities program must be one of the accommodations used for low achieving students.

Students with Disabilities

Wisconsin will ensure opportunities for students with disabilities to participate in School-to-Work Opportunities programs pursuant to the transition requirements of the Individuals with Disabilities Education Act (IDEA, 1990) and PI 11 (Wisconsin Administrative Code) which require that all students with disabilities, at least by age 16, will receive "outcome based activities. . . promoting movement from school to. . . post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services. . . or community participation." These transition services are designed by the students Individualized Education Program (IEP) committee and include:

- interagency responsibilities or linkages or both;
- instructional transition activities;
- community experiences;
- development of employment objectives;
- development of other post-school adult living objectives;
- acquisition of daily living skills; and
- functional vocational evaluation.

All necessary accommodations, adaptations, assistive technology and unique programming services to ensure an appropriate education for students with a disability will be provided at no cost to the student or parent.

Wisconsin ensures that all students with disabilities, at least by age 16, will be provided (unless determined inappropriate by the IEP committee) a school-to-"integrated" work-program under "employment objectives" designed by their IEP committee and meeting the transition requirements of IDEA, the Carl Perkins Vocational and Applied Technology Education Act, and the Vocational Rehabilitation Act. All students with disabilities will be provided full access to all School-to-Work Opportunities programs pursuant to their IEPs and the Departments of Labor and Education's "Guidelines on Community Based Education Programs."

All local STWOA partnerships will be required to include special education professionals and designated vocational educator staff; and adopt policies which reiterate the IDEA assurances given above. In addition, pursuant to the Carl Perkins Vocational and Applied Technology Education Act, students with disabilities will receive the mandated services of:

- ❖ provision of information on the opportunities available in vocational education, placement services, employment, and vocational and employment services;
- ❖ provision of trained counselors to assist the students in career planning and vocational programming, and in planning the transition from school to work;
- ❖ assessment of students completion of vocational programs in integrated settings;
- ❖ supplementary services including modification in curriculum, equipment, classrooms, support personnel, and instructional aides and devices.

Local Wisconsin programs for youth with disabilities will incorporate work based learning, school based learning, and connecting activities through the transition planning and "interagency linkages and responsibilities" required in the IEP. In most cases, this will include community agency staff's (DVR, JTPA, Human Services, WTCS) actual participation on the IEP committee pursuant to IDEA requirements.

Students with disabilities participate at their own IEP committee meeting when developing transition plans. They discuss their preferences and choices which must be documented in the IEP. It is at this meeting they would discuss their career interests and "major." The IEP committee determines what testing is appropriate and what adaptations, accommodations, assistive devices are needed to make the test valid and reliable for the student (Sec. 504, Rehabilitation Act). The committee could also establish individual criteria for the student or the use of functional vocational assessment in lieu of the "10th grade achievement test."

Wisconsin will 'connect' students with disabilities to post-program services through the interagency linkages/responsibilities requirement of the IEP committee prior to a student's school

exit. Appropriate post secondary services and agencies will have participated in the IEP to provide transition services.

School Drop Outs

Wisconsin will ensure opportunities for school drop-outs to participate in School-to-Work Opportunities programs by requiring participation of "At Risk" programs in the local school-to-work system. Wisconsin's "Children At Risk" legislation requires all school boards to identify dropouts who meet the "At Risk" definition and develop a plan and "accommodations" to meet their needs. The plan must eliminate the system barriers that may cause pupils' success at school to become at risk. Some of those barriers are exclusionary eligibility criteria which would serve to prevent school drop outs from participating in the programs such as: grade point averages, attendance record, number of accumulated credits, scores on standardized tests, completion of non-relevant prerequisite courses, availability of transportation, personal insurance, etc. The accommodations the district may use are curriculum modifications, adaptive instructional strategies, alternative education programs, pupil support services, school-to-work programs, community services, and coordinating services provided by the district, community, agencies, and other organizations. School-to-Work Opportunities programs must incorporate the districts' "At Risk" plan and accommodations into their strategies to serve dropouts. Obviously, by definition, the School-to-Work Opportunities programs must be one of the accommodations used for school drop outs.

All projects are required to include all students in Wisconsin's Developmental Guidance program which should include curriculum and counseling that prepare students for career choices and fully informs them of all the school-to-work options in the district. School drop outs and their parents are required to be informed of all the services available in the district under their "At Risk" plan. Because, by definition, drop outs are not currently in school, the districts will be required to conduct outreach services to drop outs that inform them of the School-to-Work Opportunities program and how they can meet high school graduation requirements, as required under "Children At Risk" legislation, by participating in the program.

Gifted and Talented

Wisconsin ensures opportunities for academically talented students to participate in School-to-Work Opportunities programs by our state educational standard that requires each school board to provide access to an appropriate systematic and continuous program for pupils identified as gifted and talented. This includes access to all school programs, including the School-to-Work Opportunities program.

Sixteen—Assessment Procedure for Awarding Skill Certificates

The state provides all youth apprenticeship and skill certified Co-op programs with the specific competencies students must master for skill certification. These competencies are based on state

skill standards established by employer based coalitions and/or national skill standards organizations (e.g. Automotive Service Excellence Standards). Students are assessed by certified instructors and worksite mentors on completion of the required competencies to the level specified in the curriculum. Students will be awarded skill certificates by the Department of Industry, Labor and Human Relations and/or the Department of Public Instruction when documentation is submitted to verify the standards have been mastered. Wisconsin intends to incorporate any national skill standards into the statewide curriculum as they are developed. Two members on the national skill standard board are from Wisconsin, which will allow the state to stay abreast of certification systems developed by the board.

Seventeen—Development of Career Goals and Opportunity to Change Career Majors

Supported by Education for Employment and the Wisconsin Developmental Guidance Model, Wisconsin has built a strong foundation for career development. The STWOA will support this effort by addressing the following goals:

- ❖ Build a framework PK-10 to develop curriculum intended to facilitate the career development piece for all kids. (This framework will be based on the life-work model).
- ❖ Build a framework 11-life (life-work model) with the determination of career majors utilizing many of the tools already in place for student s like career clusters, curriculum maps, and developmental guidance. This will align with the statewide assessment at the "Gateway" piece—end of grade 10.
- ❖ Build a model of benchmarks for students to communicate that they have selected a career major. Again, these characteristics will be aligned with the statewide assessment whose benchmarks are at grades 4, and 8 with the gateway assessment at the end of grade 10.

Career Majors Definition: A career major is defined as a student designation of a broad based career intent which influences their selection of school based, work based, and transitional activities. Career majors are identified as categories in which occupations that share similar tasks can be grouped. This allows students to develop a career plan that coincides with their goal. A carefully conceived career plan will eliminate curriculum redundancy, ensure articulation between levels of education, expand educational and occupational options, and provide opportunities that fully utilize the resources of Wisconsin's systems.

Career Major Characteristics:

Student Driven

- Life's work related (goal is what I want to do with my life).
- Developed an individual student basis using student traits/interests/talents.

- Focused on work (productive human endeavor).
- Skills and knowledge necessary to qualify for productive employment.
- When the student is able to select an occupation, A student can create for themselves a map based on a work goal. They can create a learning plan related to work.

The Student Should:

- Identify the relationship of their occupational major to their traits/interests/talents.
- Document experiences PK-10 in each of the four domain (Enterprise/Health/Human/Technology from the life-work model) which influenced your II life curriculum map.
- Explain a number of work related occupations of the career major you have declared.
- The learning plan is in place when the student creates a curriculum map with a work goal in mind.

Wisconsin local partnerships are required to report the number and percent of 11th grade students with an identified career major.

Eighteen—Programs Continued Under Title III

The Wisconsin School-to-Work framework encompasses the programs developed under Tech Prep. Tech Prep has served as a foundation for school based learning, career development, and for professional staff development.

The Wisconsin School-to-Work plan provided for expanding opportunities in curriculum development, career centers, and professional development for teachers and counselors. State level funding is provided for system development in certified work based learning, program evaluation, mentor training, curriculum development, career development and public information.

The state is preparing a matrix of school-to-work related state and federal funding sources and identifying how projected revenues could be used to support school-to-work programs and activities.

Nineteen—Low Population Densities

As stated previously, much of rural Wisconsin is already included within a STWOA funded partnership, with 86% of all the state's school districts already involved. The multi-district character of the partnerships (for instance, there are six funded partnerships which each include more than 20 districts) allows for sharing of resources and development of opportunities which otherwise would not exist in rural areas. Although there are certain challenges when serving rural districts, especially in provision of certified work based learning and cost effective delivery of curricula, Wisconsin is making progress as a result of:

❖ the operational flexibility given to local STWOA funded programs;

- ❖ the use of established distance learning resources in delivery of curriculum and for staff development;
- ❖ the cooperative services and relationships developed within each CESA; and
- ❖ the activity of the technical colleges as regional school-to-work partners.

Twenty—Integration of Title III Programs Into STW Opportunities System

Local school districts will be encouraged to integrate programs funded under Tech Prep into a School-to-Work Opportunity system. Through Carl Perkins consortiums, Tech Prep consortiums, and school-to-work partnerships, local districts will be encouraged to coordinate activities and focus efforts on school-to-work system building. The Wisconsin school-to-work performance measures require local school districts to report on components developed under Tech Prep such as the number of students enrolled in integrated and applied courses, and the number of students with career plans.

Twenty One—Description of Performance Standards

Proposed Wisconsin System Benchmarks

Benchmark	1980	1990	1995	2000	2010
Number of students (by cohort) enrolled in programs that meet STWOA requirements	—	—	1400	18,000	24,000
Percentage of 10th grade students who achieve basic skill mastery (Wisconsin Student Assessment System)	—	—	80%	90%	95%
Percentage of students statewide who leave high school with an identified career major	—	—	10%	50%	85%
Number of students with a career plan	—	0	10%	100%	100%
Number of career counseling centers	0	0	8	10	15
Percentage of disabled high school students moving into competitive or supported employment through work-based learning programs	—	—	5%	20%	40%
Number of employers statewide providing structured work-based learning through STWOA program model.	—	—	200	600	1000
Equity of participation in youth apprenticeship programs by race/ethnicity and gender	—	—	100%	100%	100%
Percentage of school-based teachers/instructors teaching an integrated curriculum or project-based learning	—	—	50%	100%	100%
Number of local partnerships operating STWOA programs	—	0	30	50	50
Number of industries for which skill standards have been approved by the Youth Apprenticeship Advisory Council	—	0	10	30	50

Students enrolled in courses that are part of a structured Tech Prep curriculum will be assessed through performance-based means on a regular basis to examine development and mastery of academic skills and knowledge.

All students who master industry-based skill standards through a Youth Apprenticeship program will receive a skill credential issued by the Department of Industry, Labor and Human Relations as well as a high school diploma issued by the student's home school district.

Students who complete a School-to-Work Opportunities program can articulate seamlessly to postsecondary education, and in most cases will be eligible to receive advanced standing in a related technical college associate degree program if they choose to enroll within two years of completing the STWOA program.

For students with disabilities, all Individualized Education Programs (IEPs) will include, at least by the students' 16th year, transition services, plans and linkages for independent living, employment and post-secondary education or training. Under IDEA, all students with disabilities are linked to these post-school agencies prior to their school exit.

Local program activities will be evaluated on their inclusion of students with disabilities, disadvantaged youth and at risk youth in their STW programs; the adaptations and supports developed to increase the students' successes in the STW programs; and the actual student outcomes into integrated employment, post secondary education or post secondary work based learning programs.

Twenty Two—Designated Fiscal Agent

The fiscal agent to receive and be accountable for funds provided from School-to-Work Opportunities Act funds is the Office for Workforce Excellence which is located in the Department of Industry, Labor and Human Relations (DILHR).

Twenty Three—Student Entrance Into Postsecondary or Training Opportunities

Wisconsin has a variety of mechanisms and procedures in place to facilitate the entry of a student participating in a School-to-Work Opportunities program into additional training and/or postsecondary education programs.

- **Curriculum Mapping, Articulation, and Advanced Standing**

  Curriculum mapping has been an important effort resulting from the implementation of Tech Prep in Wisconsin and maps are being (or have been) developed in school-to-work partnerships throughout the state. Curriculum mapping identifies a sequenced program of study (2+2, and in some cases 2+2+2) for a specific career cluster that indicated the appropriate courses a student needs in high school to be prepared for entry into postsecondary education.

Curriculum maps help students envision the education and training pathways that can lead beyond high school and can facilitate the entry of students into postsecondary education.

Through the influence of Tech Prep curriculum mapping the state has seen a steady rise in the number of articulation agreements existing across the state, many of which identify advanced standing available to students. (There are presently approximately 3,000 courses which offer advanced standing to high school students in Wisconsin).

In addition, students who complete a youth apprenticeship are eligible to receive advanced standing in a related technical college associate degree program. The Wisconsin Technical College System districts have developed a process by which agreement is reached on the appropriate number of advanced standing credits to be awarded to a graduate of each youth apprenticeship. A graduate of a youth apprenticeship can receive these credits at any technical college in the state which offers a related associate degree (in addition to any other advanced standing they might be eligible for through Tech Prep or other arrangements).

Finally, solid progress has been made in articulation of Wisconsin Technical College programs with University of Wisconsin programs resulting in a three-fold increase in number of articulated programs during the past several years.

- **Postsecondary Options**

  Wisconsin's "postsecondary options" program permits high school students to receive high school credit as well as postsecondary credit for completion of certain courses taken at a postsecondary institution. The normal tuition cost for such courses is paid for by the student's local school district. Early exposure to postsecondary educational opportunities, particularly vocational/technical education, promote increased participation and enrollment in institutions of higher education.

- **Competency Based Admissions**

  The University of Wisconsin system is preparing to pilot test its newly developed, competency based admissions criteria which establishes an alternative college entrance procedure that will be beneficial to students who are involved in performance based learning at the high school and early postsecondary level.

School-to-Work Opportunities

Wisconsin Implementation Grant
Performance Plan/Report

Status Report
June 1994 - June 1995

School-to-Work Opportunities
Wisconsin Implementation Grant Performance Plan/Report
Status Report: June 1994 To June 1995.

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
1. Comprehensive Statewide System—Partnership			
1.1 Sustained, Meaningful, and Active Participation	STW Cabinet consisting of the leaders of WTCS, DILHR, and DPI meets approximately monthly and approves STW policy and direction	Actively functioning	Continue
	STW Policy Staff (representing DILHR, DPI, WTCS, DHSS, DOA, and UW System) formulate policy and programmatic recommendations for STW Cabinet approval	Actively functioning	Continue
		Staff interagency work teams created: Work based learning; School based learning; Career guidance; Skill standards research and development; Operations	Continue
1.2 Partnership Structure Accomplishes Goals and Effects Change	STW cabinet makes executive decisions	Operational	Continue
	Policy staff articulates common vision and goals, coordinates implementation	Operational	Add representation from local partnerships
		Interagency work teams focus on operational and product development issues, coordination	Continue
Comprehensive Statewide System—Structure			
1.3 Interlocking Initiatives: Comprehensive Education Reform	Evaluate the effectiveness of integrating the following system plans and applications: JTPA; STWOA; Goals 2000; Carl Perkins; Tech Prep; National Skills Standards Act; Higher Education Act and others	Developed consistent state plans that incorporate the various system building federal initiatives	Collaborate on system building activities and allocate resources to support components of educational reform

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Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
1.3 Continued	Incorporate school-to-work components into existing programs such as Carl Perkins, Tech Prep, Youth Apprenticeship, and Wisconsin Student Assessment System	Local applications in Carl Perkins and Tech Prep reflected school-to-work system building. Program development in Youth Apprenticeship and Career Development incorporate the WI Student Assessment System Encourage consortiums and partnerships to improve implementation effectiveness	Further the coordination of existing programs with the STWOA by strengthening the state local implementation plans Restructure consortium and partnerships around school-to-work implementation
1.4 Coordinates with Existing Programs	Develop STWOA plan consistent with other state plans such as JTPA, Carl Perkins, and Goals 2000 Participate in interagency planning in the development in related programs and initiatives	Developed common language around STW included in state plans under STW, JTPA, and Carl Perkins Participated in interagency planning and development of various state plans that support STW	Expand opportunities in state programs to include components of STWOA Coordinate funding sources of the various programs to support system building around STW
1.5 System Structure Aligns and Connects Key Components	Develop a process for granting and approving School-to-Work Opportunity Act funds	Established a state system of interagency cooperation and organizational structure. Agencies include: DILHR, DPI, UW System, WTCS, and DHSS Developed a shared school-to-work mission statement and definition by DILHR, DPI, WTCS, UW, and DHSS Awarded 3.3 Million in STWOA funds	Continue to improve state system design Increase participation in school to work by connecting more closely to other state initiatives Continue to issue and monitor STWOA grants

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
1.6 Establishes a K-Life Continuum	Develop a comprehensive K-Life School-to-Work System	Developed state informational material for the K-Life philosophy	Expand K-Life informational material
		Piloted competency based admission policy for the University of Wisconsin system	Coordinate existing programs on career development with school-to-work activities
		Established WI Technical College credit articulation process for youth apprenticeship and Tech Prep curriculum	Continue transition efforts with postsecondary education
		Established comprehensive K-Life Career Development Model and established 8 State Career Centers	Continue to expand the career information process and support career centers
Comprehensive Stateside System—Content			
1.7 Work Based Learning Components	Develop 5 Youth Apprenticeships	11 Youth Apprenticeship completed	5 new Youth Apprenticeships in development
	Develop 3 Co-ops	3 Cooperative Education Programs completed	1 new Cooperative Education Program in development
	Professional Development for Mentors	In Progress	Complete
	Train-the-Trainer Workshops	2 Conducted	2 Annually
	Administer Employer Training Grants	Accomplished	Continue

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
1.8 School Based Learning Component	High schools and technical colleges jointly develop curriculum maps within broad career clusters	In progress; between 60-75% of maps between high schools and technical colleges complete	85% complete
	Facilitate transition of high school coursework to technical colleges and 4-year colleges	Develop competency based admission process with the UW System that facilitates acceptance of integrated and applied courses	Pilot test competency based admission process; integrate UW competencies with technical college enablers so that high schools have a complete set of postsecondary competencies
	Continue "Train-the-Trainer" model in teaching teachers to write integrated tasks	500 educators trained statewide representing cadre of teachers in each STW consortium	Develop integrated and applied teams in 33% of high schools and all technical colleges
	Integrated and applied staff development through Tech Prep	Integrated and applied staff development through Tech Prep	Continue integrated and applied staff development Provide administrator staff development activities to assist them with system building within schools
	Influence preservice and inservice education to include STW concepts	UW System and its 13 campuses offer STW undergraduate and graduate coursework; UW staff members active members of each consortium STW Council; UW System commits to infusing STW concepts into all preservice and inservice education	UW System develops plan infuse STW concepts into preservice and inservice education for teachers, counselors, and administrators
1.9 Connecting Activities Component	Develop improved labor market information (part of the state's activities to support the development of career counseling centers)	8 Career Centers are now located statewide in Wisconsin. They are: Fox Valley; West Bend; Milwaukee; Ashland; LaCrosse; Madison; Green Bay; and Waukesha. To date these centers have served 9,000 students	A team of state level personnel along with practitioners from the field continue development of career majors

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
1.10 Skill Standards, Certification, and Portability	5 Youth Apprenticeship	11 Youth Apptenticeship Biotechnology Drafting/Design Mechanical Engineering Architecture Manufacturing Production Machining Auto Technician Insurance Health Hotel/Motel Auto Collision	5 Youth Apprenticeship Manufacturing Plastics Electronics Tourism Heritage/Recreation Resorts/Convention Marketing Organization
	Develop 3 Cooperative Education Skill Standards	3 Cooperative Education Skills Certification Business Marketing Food Service	1 Cooperative Education Skills Certification Agriculture
2. Commitment of Employers and Other Interested Parties			
2.1 Active Involvement	Recruite employers to support workbased learning	Actual employer involved in Youth Apprenticeship is 209	Expected increase in Youth Apprenticeship and Co-op is 300 employers
2.2 Shared Vision and Equal Partnership	Establish STW Cabinet Group	Complete	Continue
	Create competency based admission criteria at university level	In Progress	Pilot Sites
	Establish advanced standing agreements with technical college system	Completed for 5 Youth Apprenticeships	Complete Remaining Programs

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
2.3 System Expansion	Administer employer training grants	Accomplished	Continue
	Expand state skill certificate programs	22 skill certificates have been developed	Continued development of 5 youth apprenticeship areas and 1 additional cooperative education certificate Work with Wisconsin Manufacturers and Commerce to inform employers on school-to-work opportunities
	Provide STWOA grants to develop local partnerships	21 Local Partnerships formed inlcuding: Local School Districts; CESAs; Technical Colleges; PICS; Chamber of Commerce; and Community based organizations	Increase to 30 local partnerships
3. Participation of All Students			
3.1 All-Inclusive System	Link development of STW to WI Children's At Risk legislation	In Progress	Provide technical assistance to and require all school-to-work projects to incorporate the local school district's "At Risk" plan

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Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
3.1 Continued	Require local partnerships to develop specific local strategies to ensure drop outs can enter school to work	Local partnerships identified strategies in their proposal and were rated on the quality of these strategies which in part impacted on whether they received funding or not Also provided specific training on special populations at first project directors meeting. Letter was sent on from the Office of Workforce Excellence to project directors to invite special ed staff to the training	Provide additional training and technical assistance on each one of these special populations including methods of outreach Review all STW projects' entrance criteria for school-to-work programs to assure these criteria are not exclusionary to these special populations (see narrative for detail) and provide training on the topic Review local STW governance structures to assure they have complete representation of employers and other key stakeholders including representatives of special populations
3.2 Universal Access and Targeted Strategies	Continue requirement that proposals contain an analysis of equity issues Provide technical assistance for teachers, mentors, employers & counselors on counseling and training women and minorities for under-represented occupations and industries	All funded proposals had established equity programs Initial training was held at first project directors meeting regarding the inclusion of special populations in general. Manual was developed "All Means All" and made available to all projects	Continue to monitor all the special populations who enter project STW programs as well as their outcomes Continue to provide projects with training regarding targeted strategies to promote success with each special population Require all projects to include all students in Wisconsin's Developmental Guidance program

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Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
3.3 Balancing Protection and Opportunity	Work with existing state legislation	Child labor laws assure protection. All work experiences including apprenticeships and co-operative education programs have established standards which include written agreements between the school and employers highlighting FLSA issues including wages, worker compensation and liability issues including safety. The state ensures consistency and high quality work based components through the Youth Apprentice Standards and the Guidelines for Implementing a STWOA Cooperative Education State Skill Standards Certificate program	While our system concurs with FLSA, the ADA, Work Experience Laws, the IDEA and OSHA, the policy work group will review to ascertain if there are policies in conflict as well as to determine if STW is in compliance with all of these requirements. Those which are not will be remedied through inservice training and specific technical assistance
4.0 Stimulating and Supporting Local School-to-Work Opportunities Systems			
4.1 Framework for Statewide Rollout	Establish framework	Developed RFP process and application form including performance benchmarks that need to be met in the areas of school based, work based and connecting activities Developed a scoring and review process with an inter-agency review team	Performance benchmarks will be monitored and technical assistance provided to any partnerships not meeting goals. Funding may be discontinued to any partnerships unable to reach expected performance New partnership applications will be reviewed and scored to determine eligibility for STW implementation grant funding
4.2 Process for Statewide Rollout	Develop a process for the implementation of state and local school-to-work systems	Wisconsin funded 21 implementation grant partnerships totaling 3 million dollars and involving 240 school districts (56.21%) and 269 high schools (63%)	Expand to 30 implementation partnerships funded

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
4.2 Continued		Wisconsin funded 10 planning grants totaling $100,000. 70 school districts (16.39%) and 76 high schools (17.80%)	
4.3 Professional Development to Support Implementation	Professional development to support implementation	Tech Prep leadership group, Youth Apprenticeship Coordinators, special population transition grant advisory group and other related entities joined together to form a STW leadership group whose purpose is to provide networking and professional development opportunities. First joint meeting conducted April 1995, 100 participants. Prior to that regular quarterly meetings were held for separate groups .	Continued STW Leadership Group activities, skill standards and mentor training workshops, and linkages with existing associations and organizations
		"Train-the-Trainer" model of curriculum and staff development conducted, Summer 1994	Continue "Train-the-Trainer" workshops
		Linkages with variety of organizations and associations for panels, sectionals, and workshops. WI Association of Vocational Administrators, etc.	Explore need for STW teacher training institute
		University education/training personnel developed a committee to explore better STW training opportunities for new and veteran teachers	Continued mentor training workshops
		Mentor training conducted	

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
4.4 Integration of Existing Programs, Including Those Funded by the Federal Government.	Establishment of interagency structures to encourage collaboration and effective utilization of existing programs and resources. Integration of operations and funding at state and local levels	Interagency STW Cabinet, Policy Team, Operations Team and other work teams work toward integration of programs and activities	On-going
		Interagency coordinated statewide public information and staff development activities	On-going
		Local partnerships required to establish collaborative governance, explain integration of local resources, and integrate as appropriate with existing Education for Employment, JTPA, and Tech Prep structures/resources	On-going
4.5 Information Systems to Support Implementation	Plan STW Marketing	3-year statewide interagency marketing and public information campaign developed and approved; year 1 implemented	Begin implementation of year 2 activities
	Combine the separate STW component newsletter	Accomplished	Continue
			Plan and initiate statewide business recruitment campaign

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
5. Resources			
5.1 Broad-Based Participation and Integrated Resources	Implement broad based state level STW administrative and oversite structures and focus on integration of resources	Accomplished	Continue, focus on statewide business awareness and support campaign
	Oversee development of broad based local STW partnerships, encourage commitment and integration of resources	21 STW implementation plus 10 planning partnerships developed through competitive process encompassing 80% of the state's K-12 school districts with their postsecondary, business and labor partners. Partnerships must move toward integration and commitment of local resources	Continue the planning, implementation and growth of local partnerships
5.2 Funds Maximized	Award STW planning grants	Awarded $100,000 to local partnerships in round one	Complete
	Conduct competition for local partnership implementation grants	Awarded 21 implementation grants totaling 3.3 million dollars This includes 306 High Schools, 298 School Districts and provides services to 172,086 high school students	Continue to support local partnerships with STWOA funds based on per student formula
	Conduct competition for the second round of STW planning grants	Awarded $100,000 to ten additional local partnerships	Complete Expand STW partnerships to include remaining school districts not currently receiving STWOA funds
5.3 Budget Organized to Build and Sustain System	Coordinate existing funding sources with school-to-work opportunities	Linked Carl Perkins, Tech Prep IIIE and School-to-work funding sources	Develop a system to maximize state and federal funds to support system building

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Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
5.3 Continued	Plan for state and local match	Required in STW application a local match that provides for: 25% in Year 2; 50% in Year 3; and 75% in Year 4	Continue to assist local partnerships to organize budgets to support system building
5.4 Statutory Support for Maintaining System	Selected elements of the STW system directly supported by Wisconsin statute: Education for Employment; Wisconsin Tech Prep; Wisconsin Youth Apprenticeship; Wisconsin Student Assessment; Wisconsin Career Counseling; Postsecondary Enrollment Options; Pupil Non-Discrimination Authority for YAAC to establish statewide industry skill standards; Employer training grants for providing YA work based training	In place	In place
6. Management Plan			
6.1 Effective Organizational Structure	Establish a state governance structure that supports system building for STW	Governance structure established including roles and responsibilities for a human resource investment council (HRIC), STW Cabinet, STW Interagency Policy Team, Interagency work teams (research and development, career guidance, school based, work based and operations), and regional local partnerships. The Office for Workforce Excellence provides coordination for state agency STW activities and is responsible for administration of grant activities including fiscal management	Governance structure roles, responsibilities, and activities will continue. Formal role of Council will be established

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
6.2 System Analysis, Flexibility, Continuous Improvement		STW interagency policy team and team leaders, including local representation, meets bi-weekly to discuss issues and recommend s changes when needed. Local performance benchmarks are examined to determine strengths and weaknesses of system. Technical assistance and changes promoted when appropriate	Bi-weekly meetings of STW interagency policy team and team leader meetings will continue to analyze and examine system for continuous improvement. Will continue to be conducted
6.3 System Evaluation	Establish evaluation system	Proposal and design for student/business/parent/ educator cohort analysis developed Self evaluation for local program analysis developed	Cohort analysis of student/business/parent/ educators conducted. Strategy for self evaluation and peer review to be developed
6.4 Data Collection	Establish Data Collection System	Performance benchmarks established in areas of: Statewide Governance; Interagency Coordination Mechanism; Industry Skill Standards; System Expansion; Technical Assistance; Professional	Performance benchmarks continue to be collected and monitored to determine technical assistance needs funding allocations. Report format for self analysis will be developed

Criteria	1994-1995 Activities/Accomplishments		1995-1996 Activities/ Accomplishments
	Planned	Actual	Proposed
6.4 Continued		Development/Curriculum Development; Professional Development for Mentors; System for Career Counseling; Labor Market Information; Links to Postsecondary Education; Equity and Access for Youth Women and Minorities; Ensuring Access for All Youth; Grants to Local Programs; Milwaukee School-to-Work System; Performance Benchmarks; Program & System Evaluation Collect local benchmark sheets from 21 implementation partnerships	